



2019-2020

DISTRICT

Learning-at-Home and Summer Enrichment Plan

Revised May 4, 2020

Due May 15, 2020

Updated per Executive Order 1476

DISTRICT NAME

Lincoln County



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Carey M. Wright, Ed.D.

STATE SUPERINTENDENT OF EDUCATION

INTRODUCTION

The Mississippi Department of Education (MDE) is committed to providing **essential technical guidance and support mechanisms** to assist districts during the time of extended school building closure as a result of COVID-19. The MDE recognizes and appreciates that districts are taking different approaches depending on their local capacity and infrastructure during this building closure. The State Board of Education (SBE) has provided **flexibility within existing laws and policies** regarding instructional time, graduation requirements, attendance, assessment and accountability.

In accordance with Governor Tate Reeves' **Executive Order 1476**, school districts shall operate with essential personnel to offer distance learning or other instructional means necessary for students to achieve completion of grade-level essential instruction for the 2019-2020 academic school year. Additionally, school districts shall submit to the SBE plans for summer learning and enrichment measures necessary to (a) mitigate disruption from the Spring 2020 school closure due to COVID-19 and (b) to enhance learning in preparation for the 2020-21 academic school year. Per **Executive Order 1476**, summer learning and enrichment measures are to be provided to all students in all schools.

The District Learning-at-Home and Summer Enrichment Plan is designed to ensure districts are taking deliberate and thoughtful actions to facilitate and individualize continued student learning and progress monitoring during closure.

Taking a traditional school environment online is not a simple task – nor is it one that should be attempted without serious consideration of the practicality and risk.

The MDE is not directing districts that they must transition to delivery of all content online, as we recognize that online access and remote support for rural students and students with disabilities will certainly pose equity issues across the state. Districts need to consider how they can help facilitate continued learning within homes across the state – either through online opportunities, by making grade-level instructional packets, Family Guides for Student Success, or other resources available for pick-up at school or various locations within the district, or through a combination of delivery systems.

RESOURCES

The MDE has compiled a variety of resources for districts to use during the extended school building closure, online at <https://www.mdek12.org/covid19/districtresources>. The materials and tools may be used to provide additional resources to parents or students. This information is only intended to be a general summary of information provided to the public. The MDE does not endorse or promote any commercial products or services. Please make sure that you choose the tool(s), resource(s) or material(s) that are developmentally appropriate and best fit the needs of your students, school, or district.

Resources have been divided into the following categories:

- [Internet Services](#)
- [Multiple Content Area Resources](#)
- [Arts \(Dance, Music, Theatre, Visual Arts\) Resources](#)
- [Career and Technical Education \(CTE\) Resources](#)
- [English Language Arts Resources](#)
- [Mathematics Resources](#)
- [Science Resources](#)
- [Social Studies Resources](#)
- [World Language Resources](#)
- [Counselor Resources](#)
- [English Learner Resources](#)
- [Intervention Resources](#)
- [Students with Special Needs Resources](#)
- [Virtual Learning Resources](#)

DISTRICT LEARNING-AT-HOME AND SUMMER ENRICHMENT PLAN REQUIREMENTS

- ✓ Consider individual students' needs, grade-level expectations, and district capacity.
- ✓ Communicate with key stakeholders, including staff, parents, students, and other community partners.
- ✓ Submit completed plan, including **SECTION I**, to rhoood@mdek12.org no later than **May 15, 2020**.

DISTRICT NAME	Lincoln County
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SECTION A	Instructional Delivery During School Building Closure
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Select all that apply. Note that Option C is a combination of Options A and B.

- Option A:** Distance/Virtual/e-Learning/Remote Method(s)
- Option B:** Packets/Assignments (portfolio, project-based, etc.)
- Option C:** Blended (**combination of Option A and Method B**)
- Option D:** Other (provide brief description):

SECTION B	Instructional Content During School Building Closure
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Select all that apply. Note that Option C is a combination of Options A and B.

- Option A:** MDE Resources
 - [Mississippi Online Course Approval \(MOCA\) Courses](#)
 - [Learning-at-Home Resources for Districts](#)
 - [Learning-at-Home Resources for Families](#)
- Option B:** Individual District Developed/Hosted
 - District-developed online/hybrid content
 - District-selected online/hybrid content
 - District make-and-take packets based on locally selected textbooks/instructional materials
 - Make-and-take packets from another district/vendor (provide brief description):
- Option C:** Other
 - Combination of Option A and Option B
 - Other (provide brief description):

SECTION C**Final Course Grade Calculation for 2019-2020 School Year**

Indicate which of the following methods the district is using to calculate student grades, as well as specific grade bands for each method (for example: K-2, K-8, 6-8, 9-12).

NOTE: Grading policies are a local school district decision. This information is being collected per [Executive Order 1476](#).

- Option A:** Third nine-week grades as final grades/completion for the year
Grade Band:
- Option B:** Average first, second, and third nine-week grades with fourth nine-week assignments (digital, packets, blended, etc.) grade for End-of-Year Grade
Grade Band:
- Option C:** Final exam grade averaged with first, second, and third nine-week report card grades for End-of-Year Final Grade
Grade Band:
- Option D:** “Credit by Examination” or “Credit by Advancement” through final exam or assignment to measure standards mastery
Grade Band:
- Option E:** Pass/Fail course grade
Grade Band:

NOTE: Districts should exercise caution regarding use of pass/fail grades for graduating seniors, as student eligibility for NCAA athletics may be impacted. More information is available through this [NCAA FAQ document](#).

- Option F:** Other (provide brief description):
Final averages will be computed per current policy. Students at risk of failure will be given instructional packets containing details and assignments for skills necessary to be mastered for awarding of credit. If mastery is achieved, grades will be adjusted as necessary. Enrichment packets are evaluated for potential extra credit for 3rd 9 weeks averages. Third 9 weeks grade will be assigned as 4th 9 weeks grade after extra credit and recovery packets are evaluated by teachers.
Grade Band: **K-12**

In accordance with [Executive Order 1476](#), describe how the district will provide students with feedback/grades on assignments completed during the extended school building closure and during summer learning and enrichment programs.

District messaging system will be utilized as needed for feedback. Phone calls, zoom meetings, etc. will also be used as deemed necessary. Face to face meetings will be conducted on a per need basis.

SECTION D Summer Learning and Enrichment

In accordance with [Executive Order 1476](#), please indicate which of the following methods the district is using to offer summer learning, Extended School year (ESY) services, and enrichment to students. Note that ESY is not the same as summer learning.

Select all that apply. Note that Option C is a combination of Options A and B.

- Option A:** Distance/Virtual/e-Learning/Remote Method(s)
- Option B:** Packets/Assignments (portfolio, project-based, etc.)
- Option C:** Blended (**combination of Option A and Method B**)
- Option D:** Other (provide brief description):

No later than June 18, information will be posted on district website as well as other social media measures giving details for enrichment and summer learning opportunities for all students, including students with disabilities.

IEP teams determined that no special education students were eligible for ESY services. Enrichment materials for special education and struggling students are included below.

Briefly describe the district's summer learning, Extended School year (ESY) services, and enrichment programming (frequency, content areas, and duration, including days per week and number of weeks).

IEP teams determined that no special education students were eligible for ESY services. Summer learning and enrichment materials for ALL students, including special education and struggling students, are included below.

Expected Frequency and Duration: 1 hour daily, 3 days per week, 6 weeks

Content Areas: Reading, writing, math

Also included are websites addressing speech/language and occupational therapy skill building strategies.

Summer enrichment and learning opportunities for all students, including students with disabilities, will be available students beginning June 18, 2020 and continuing through July 31, 2020. Suggested enrichment and learning websites provide activities for reading and math as well as other content areas. Specific websites for students with disabilities are also provided. These websites are chosen to address phonetic reading skill building and fundamental math skills that align with the student's present level of functioning.

Parents and students are encouraged to extend learning throughout the summer by selecting activities from the following resources which will help to improve academic performance and address learning regressions that may have occurred as result of extended school closure due to Covid 19.

Grades K-8 - FAMILY GUIDES FOR STUDENT SUCCESS

These guides address grade level skills and provide grade-level at home strategies and activities that support the mastery of the ELA and math standards.

<https://www.mdek12.org/OAE/OEER/FamilyGuidesEnglish>

Grades K-12 – SUMMER LEARNING CHALLENGES

Years of research have shown how important continuous learning during the summer is to students. This is especially true this summer. The Mississippi Department of Education challenges districts and parents/guardians to continue the learning so that ALL students are prepared for the 2020-2021 school year. Make summer learning fun and engaging to help ALL our students RISE to the challenge.

<https://www.mdek12.org/covid19/districtresources>

Grades 9-12 – ACT ACADEMY

ACT Academy is a free, student-driven resource for personalized test practice for the ACT. It is an online learning tool designed to help students achieve the best score possible on the

ACT test. This program provides video lessons, interactive practice questions, practice tests, and other materials targeted to academic needs.

Special Needs

Resources for Students with Special Needs - These websites are offered to address specific skills as outlined in the student's IEP.

(1)Pre-K to 2nd grade -Reading, Math, Science, Social Studies, Arts and Colors

ABC Mouse-Early Learning Academy

This link/app provides assistance with phonics, reading, math, science, social studies and colors through various games, songs, books, puzzles, printable and etc.

https://www.abcmouse.com/abt/homepage?8a08850bc2=T1241283775.1586541474.0891&gclid=EAlaIqobChMIhrqHwrfe6AIVBp-fCh1IRQ8MEAAAYASAAEgLEhfD_BwE

(2)K-8th Grade-Reading and Math

Fun Fonix

This website is a phonics warehouse of resources and materials that are designed to move quickly through phonics rules. The site is ideal for teachers with limited time for phonics instruction or for teachers and parents who need additional materials for learning.<https://www.funfonix.com>

(3)Pre-K and Up-Dexterity Skills

iWrite Words (Handwriting Game)

This APP assists with student handwriting while playing a fun and entertaining game.

<https://apps.apple.com/us/app/iwritewords-handwriting-game/id307025309>

(4)PK-2nd grade- Reading and Fine Motor Skills

LetterSchool

This link assist with the development of students' linguistic skills and abilities through stimulating an unique educational way as students develop fine motor

skills.<https://www.letterschool.org/how-why/>

(5)K-12th Grade-Reading

Lights Ail

This is a literacy platform developed to help students become engaged readers. Lightsail is designed to meet the needs of every reader based on their reading

level.<https://www.lightsail.com>

(6)K-12 Math

Math Moves

This site has mathematical courses for all grade levels designed to teach the students the basic fundamentals of math with a resource guide attached. The resource guide helps the students and parents understand the math problems or equations without the presence of a teacher.

<https://www.studyisland.com>

(7)Pre-K to 12th grade-Behavior

PBIS World

This website gives appropriate strategies to support students with their social-emotional needs. It is appropriate for all students pre-K through 12th grade.<https://www.pbisworld.com/>

(8)Pre-k-3rd Grade Reading

Seussville

This website includes activities , crafts, recipes and learning guides to engage children to learn how to read and to learn about their environment.

<https://www.seussville.com/?home#/home/>

(9)K-12 ELA, math, science and humanities

Smart Tech T

This link leads a teacher to sign up in utilizing Synergetics SMART system for on-line instruction – there is even the availability of attending a webinar to learn how to use their on-line system.

<https://www.smarttech.com>

(10)K-5Language and Literacy Skills

Sunday System Parent Empowerment Kit

Utilizes an Orton-Gillingham Approach that is structured, systematic, phonics-based, multisensory, scaffolded curriculum and an intensive spelling component.

<http://members.winsorlearning.com/sunday-system-parent-empowerment-pack/>

(11)KG-5th grade Speech/Language Skills

Speech with Milo

This App is engaging, fun and affordable for building basic language and speech skills.<http://www.speechwithmilo.com/#!/up>

(12)PreK-K to 3rd Grade STARFALL

This site includes language arts and mathematics for preschool, kindergarten, first grade, second grade, and third grade. Starfall is an educational alternative to other entertainment

choices for children and is especially effective for special education, homeschooling, and English language development (ELD, ELL, ESL)

<https://www.starfall.com>

(13)1st Grade to 8th Grade Math, Language Arts, Science and Reading

Stem Activities for Kids Online interactive website

This online site interactive program engages students in hands on activities using STEM.<http://stemactivitiesforkids.com>

(14)PreK-8th grade Articulation Skills/Receptive and Expressive Language/Auditory Processing/Vocabulary Skills

SuperDuper

This link provide assistance with improving developmental, articulation and language skills (expressive and receptive).

<https://www.superduperinc.com/>

(15)Pre-K to 1st grade Pre-literacy, Concepts of print, Text and Reading and Writing

The Writing Machine-App

This app is essential for providing a roadmap to literacy based on foundation that starts with specific concepts related to language, print awareness and concept.

<https://apps.apple.com/us/app/the-writing-machine/id438108325>

(16)4th-8th Grade Reading and Writing

Whoos Reading

This onsite tool is designed to support an interest driven independent reading program.

<https://www.whoosreading.org>

(17)K-6/7th Grade Autism and Speech (Articulation)

Words on Wheels

This link is an augmentative/alternative communication (AAC) for the I-PAD that helps children with speech deficits to communicate more effectively by combing images to create sentences.

<https://learningworksforkids.com/apps/words-on-wheels/>

ENGLISH LANGUAGE LEARNERS

a4esl.org

<https://www.duolingo.com/>

SECTION E **Communication and Participation**

In order to effectively serve all students within a district, communication is essential. Please note below how the district has communicated its Learning-at-Home and Summer Enrichment Plan with families.

Select all that apply.

- Option A:** Letters mailed to families
- Option B:** Emails to families
- Option C:** Social media posts
- Option D:** Text messages to families
- Option E:** Local print media
- Option F:** Other (provide brief description):
 - AIM Messaging System
 - District call and messaging technical service system

Briefly describe how the district will monitor participation by students during the extended building closure and summer enrichment programs.

Teachers monitor students progress through reports provided by software being utilized, calls, and messages.

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SECTION F Transcripts and Senior Transitions

District supports for graduating seniors may look different during an extended school building closure. High schools must ensure students have the necessary documents to continue their academic pursuits or transition into the work force.

Briefly describe how the district will ensure students receive transcripts and final grades upon graduation.

School counselors will make transcripts available through mailing, e-scripts, or pick-up.

SECTION G Assurances for Continued Learning for All Students

- In accordance with [Executive Order 1476](#), the school district is offering distance learning or other instructional means necessary for students to achieve completion of grade-level essential instruction for the 2019-2020 academic school year. Additionally, the school district is offering summer learning and enrichment measures necessary to (a) mitigate disruption from the Spring 2020 school closure due to COVID-19 and (b) to enhance learning in preparation for the 2020-21 academic school year.

SECTION H Assurances for Students with Disabilities

It is clear the United States Department of Education (ED) does not want school districts to consider the provision of services to students with disabilities under the Individuals with Disabilities Education Act (IDEA) as a barrier or a reason not to offer educational services to any of their students through distance instruction or otherwise.

- ☒ In compliance with COVID-19 guidance, the following assurances have been discussed and are included in planning efforts for students with disabilities, including students with 504 plans.
 - ✓ Assure that services are provided for all students with disabilities, including students with 504 plans, and **maintain appropriate documentation** to support all efforts;
 - ✓ Assure that services, materials, assignments, and instruction, are individualized and aligned to student IEP goals;
 - ✓ Assure that district plans address how progress or lack of progress will be collected and documented in anticipation of considering the need for ESY and/or compensatory services;
 - ✓ Assure that students with disabilities will not be excluded from participating in courses;
 - ✓ Comply with all state and federal regulations;
 - ✓ Ensure educators and administrators collaborate and utilize creative options to meet the individual needs of the students; and
 - ✓ Consider the impact of the district's final course grade calculation method selected in Section C as it relates to IEP review and development for each student. The most recent USDOE guidance can be found [here](#).

SECTION I Assurances for English Language Learners

- ☒ The district is working collaboratively to:
 - ✓ Provide effective two-way communication with families in a language that they understand.
 - ✓ Tailor instruction and assessments to students' English Language proficiency needs in all four language domains (Listening, Speaking, Reading, and Writing).

SECTION J	District Certification of Assurances
<p>By providing a digital signature or typing my name below and submitting this document, I certify that the school district is providing continued learning experiences, including summer learning and enrichment measures, as outlined in this plan.</p>	
<p>District Superintendent's Digital Signature Mickey Myers</p> <hr style="width: 100%;"/>	
<p>District Superintendent's Name Mickey Myers</p> <hr style="width: 100%;"/>	
<p>Date May 14, 2020</p> <hr style="width: 100%;"/>	

SECTION K	MDE Approval
<p>5/14/2020</p> <hr style="width: 80%; margin: auto;"/> <p>Date Received</p>	<p>Nathan Oakley (for Carey M. Wright)</p> <hr style="width: 80%; margin: auto;"/> <p>State Superintendent Acceptance</p>